DOCUMENT RESUME

ED 480 323 CS 512 043

AUTHOR	Mozombite, Amy
TITLE	Developing a Definition of Reading through Analysis in Middle School.
INSTITUTION	MarcoPolo Education Foundation.; National Council of Teachers of English, Urbana, IL.; International Reading Association, Newark, DE.
PUB DATE	2003-03-03
NOTE	8p.
AVAILABLE FROM	Managing Editor, ReadWriteThink, International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139. E-mail: comments@readwritethink.org. For full text: http://www.readwritethink.org/lessons.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*Definitions; Lesson Plans; Middle Schools; *Reading; Reading Attitudes; *Reading Processes; *Reading Strategies; Text Structure

ABSTRACT

Middle school students will interact with a variety of different texts to uncover a broader meaning of reading. During the three 50-minute sessions, students will identify different categories of text materials from basic picture books to textbooks; compile a list of strategies and processes needed to read the different types of books; and develop and continue to refine a definition of reading. The instructional plan, lists of web resources, student assessment/reflection activities, and a list of National Council of Teachers of English/International Reading Association (NCTE/IRA) Standards addressed in the lesson are included. A reading survey is attached. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Developing a Definition of Reading through Analysis in Middle School

ED 480 323

Author

Amy Mozombite
Largo, Florida

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J M Irwin

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Grade Band

6-8

Estimated Lesson Time

Three 50-minute sessions

Overview

Students will investigate the reading process to develop a working definition of reading. The teacher will hand out many different types of books so that each student has one. Students will brainstorm alone and together what they will need as a reader to successfully read and understand the text given to them. The students will share findings and discuss strategies needed to read specific kinds of texts. Students will develop a working definition of reading which they will refine during the year.

From Theory to Practice

Routman, Regie. 2000. *Conversations: Strategies for Teaching, Learning, and Evaluating.* Portsmouth, NH: Heinemann.

> Routman states, "Strategies are the thinking, problem-solving mental processes that the learner deliberately initiates, incorporates, and applies to construct meaning...When teaching for strategies, we build on the child's existing foundation of what he knows and show how him how to connect that knowledge to new situations." (130)

Reader's Handbook: A Student's Guide for Reading and Learning. 2002. Wilmington, Delaware: Great Source

> This is a book dedicated to teaching students how to read different types of literature including textbooks, nonfiction (essay, biography, autobiography, newspaper and magazine articles, speeches), fiction (short story and novel), poetry, drama, Web sites, and graphs. This handbook suggests that reading is a tool, a skill, and ability (24) and that the reading process is like a "road map leading you through different kinds of reading, making sure you don't get lost" (37).

McClure, Amy and Janice Cristo, Eds. 2002. *Adventuring with Books: A Booklist for Pre-K-Grade 6.* 13th Ed. Urbana, National Council of Teachers of English.

> This booklist will be helpful in adding the teacher in the choosing of books for the activities above.

Atwell, Nancie. 1998. *In the Middle.* Portsmith, NH: Boynton/Cook.

> Atwell discusses the importance of reading in the classroom. This book is a wealth of information on reading. Specific to this lesson, there is a list of genres (266) and reading strategies (267). The Reading Survey that Atwell suggests is found in the Appendix. (495)

Student Objectives

CS 512 043

BEST COPY AVAILABLE

Students will

- identify different categories of text materials from basic picture books to textbooks.
- compile a list of strategies and processes needed to read the different types of books.
- develop and continue to refine a definition of reading.

Resources

- Reading Survey Handout
- Hints for Interactive Reading Web Site
- Improving Reading Skills Web Site
- Stages of Reading Literature Web Site
- Reading Process Analysis Web Site
- Young Adult Book Web Sites

Instructional Plan

Resources

1. One note card for each student.
2. Paper.
3. A variety of books.

Preparation

1. Rewriting/typing each student's definition of reading to distribute.
2. Compiling a large variety of books (see "From Theory to Practice" above for suggestions).

Instruction and Activities

Day One: 15 minutes

1. Teachers will hand out one note card to each student in the class.
2. Have each student answer the question, "What is Reading?" on the note card.
3. After class, compile the list of definitions on a handout, keeping each student's work anonymous. This will be used for the next lesson.

Day Two: 20 to 30 minutes

1. Present the list of definitions composed by each student to the class.
2. In groups of four, the students will read through the list, discussing which elements they feel are most needed in a concise definition of reading.
3. Students will need to make notes on their papers as they discuss, because they will then rewrite a definition of reading that they agree upon as a group.
4. Collect this new definition that each group has generated for analysis on Day Three.

Day Three: 40 to 60 minutes

1. Hand out copies of many different types of books which may include the following: picture books, beginning readers, elementary books on different reading levels, textbooks from different grades and subjects—elementary through college level, adult fiction and non-fiction, reference books, dictionaries, poetry anthologies, plays, diaries, professional books and perhaps different web sites depending on the level of the students. Each student will have one book from which to work.
2. Discuss how important it is to know how to read different types of literature noting the variety of books that the students now have in their hands. Point out that the students should identify at what age their book might be read (audience) and in what context it would

be found.

3. Model what is expected of each student. Taking a picture book or book of your choice, show students how one comes about deciding the intended audience and what skills are needed to read a specific text. Show them the cover and several pages in the book while asking students questions or by "thinking" aloud so that students can see how they can create a list of strategies.

4. With this information, students will brainstorm and list as many strategies as possible that will be needed to successfully read and understand the book given to them. They will then pair with one another to go over what they identified and see if they together can come up with more ideas for each other.
5. Finally, they will get in a group of four and try to extend each list further. Depending on your group, you may want to hand out a list of strategies for reference which could be handed out at the beginning or later after students have begun a list without any help.

6. At this point, the class will come together and brainstorm on the board a large list of strategies from all the different types of books. Watch for teachable moments on topics like the following:

    a. Length does not mean the book is better nor more difficult
    b.What to do before reading, during reading, and after reading
    c. The importance of being an active reader
    d.Cert ain skills are only needed to read specific types of texts

7. From the generated list of ideas and the definitions that the groups wrote on day two, students compare, evaluate and summarize the most important aspects and write a class-generated definition of reading.

8. Post the final definition of reading in a prominent place in the classroom and referred back to throughout the year. As new insights emerge the definition can be revised.

Extensions

The surveys done in the Student Assessment/Reflections part of the lesson can be kept by the teacher and redone at the end of the year. Students can then compare how they have grown and changed in their thoughts on reading over the course of the school year!

- Discuss with your class why people read. Use the books that were handed out and brainstorm why people might read the different types of text. This activity would lend itself easily to discussing the importance of reading in lifelong learning.

- Students can group the books used in class and discuss the different groups that are identified. These groups might include the following distinctions: non-fiction and fiction, by reading levels, pictures and no pictures. This can allow for extended talk on the variety that literature within a certain format or genre can take.

- The teacher can do a lesson only using Internet based literature. How to read and understand different web sites and the importance of technology in our lives.

- Assign the students a certain reading process such as highlighting key words and sentences and have them practice on an assigned text after modeling the behavior desired for the class.

- Ask students to write three goals for themselves, as readers based on the processes they feel need the most work and/or will be the most beneficial to them.

- Students can catagorize books according to the strategies needed to successfully read them.

Web Resources

Improving Reading Skills
http://www.how-to-study.com/read.htm
A web site that is dedicated to helping students become better readers and improve thier reading skills.

Hints for Interactive Reading
http://helponenglish.homestead.com/read.html
This site lists tips on interactive reading.

Young Adult Book Sites
http://www.wested.org/stratlit/research/booklinks.shtml
A list of Young Adult book websites. One can find a large variety of booklists.

Reading Process Analysis
http://www.wested.org/stratlit/ideas/readingprocess.shtml
A similar lesson plan with a different approach and great extension possibilities.

Stages of Reading Literature
http://www.vcu.edu/engweb/eng391/reading_process.htm
A deeper analysis of reading including first readings, re-reading, and Critical/Analytic Reading.

Student Assessment/Reflections

Students will be asked to look at their definition again in their group of four and compare it with the final class generated definition.

- Each student will be given a Reading Survey to fill out.

NCTE/IRA Standards

1 - Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2 - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3 - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

6 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7 - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8 - Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

---

read·write·think

International Reading Association NCTE marcopolo

Copyright 2002-2003, IRA/NCTE. All rights reserved.

Reading Survey

Name: _____ Date: _____

1. If you had to guess...

How many books would you say you own? ____
How many books would you say are in your house? ____
How many books would you say you have read in the last twelve months? ____

2. How did you learn to read?

3. Why do people read? List as many reasons as you can think of.

4. What does someone have to do in order to be a good reader?

5. What kind of books do you like to read?

6. How do you decide which books you will read?

read·write·think International Reading Association NCTE marcopolo Copyright 2003 NCTE/IRA. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes.

7. Who are your favorite authors?

8. Have you ever reread a book? ___
If so, can you list the titles?

9. How often do you read at home?

10. In general, how do you feel about reading?

(Taken and adapted slightly from Nancie Atwell's book *In The Middle*, 2d ed. Portsmouth, NH: Boynton/Cook Publishers, Inc, 1998.)

read·write·think International Reading Association NCTE marcopolo Copyright 2003 NCTE/IRA. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

X	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").